

What is training



Objectives

At the conclusion of this module the participant will be able to:

- From the materials presented in this workshop, list three differences between EDUCATION and TRAINING.
- Discuss three of the four barriers to training.
- Discuss how an audience analysis can assist in the development and execution of a training workshop.
- Summarize the learning style characteristics presented in the module.
- Discuss why the instructor should address various learning styles.
- Diagram or explain the six levels of learning.
- Apply the levels of learning to the metadata module selected for development in this workshop.
- List four of the six methods the instructor can use to make training stick.
- Diagram or discuss the learning cycle including the impact of including activities or exercises in a presentation.
- Explain six of the eight characteristics of adult learners.
- Discuss methods a trainer can include in the post-training process.

What is the difference between Education and Training????

Education

Training

1

1

2

2

3

3

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Three Outcomes of Training (to improve or increase...)

Knowledge

Skill

Attitude

Barriers to learning

The instructor

Language

Communication & visual aids

Learning pace

Connectivity with the participant

Overall poor presentation skills

Lack of confidence

Corporate culture

Lack of pre and post training support

Failure to incorporate training subject into duties

Follow-up

The Participant

Attendance

Commitment to learn

Completion of assignments

Participation

Distractions/Concentration

Audience Analysis-a process to identify the characteristics: demographics, skill level, behaviors, and knowledge, possessed by the audience. The analysis allows the instructor to design and determine content to meet the learning goals of the training. The purpose is to identify the primary goals of the learner. However, the learner's basic needs must be met before higher learning levels can be achieved.

Learner's Needs

Psychological needs: air, oxygen, food: beverages and treats

Safety needs: freedom of anxiety, ridicule, need for structure & order

Need to belong:

Self-esteem

Self-actualization

Why analyze the audience?

- ensures course objectives are appropriate
- assures objectives are accomplished
- allows content adaptation and adjustment to meet participants needs
- re-assures instructor
- reduces the instructors anxieties over meeting participants needs.

What is in an audience analysis?

Demographics-

Typical: Age, race, gender, membership, education level, political affiliation, religion.

Metadata: manager-high level, manager-team leaders, field personnel, metadata creators, students, others?

What does the audience know of the metadata?

No previous knowledge, knows history, knows basics, has created metadata with difficulty, creates metadata, reviews metadata, teaches metadata.

How interested is the audience in metadata?

Volunteered or self-motivated to attend. Forced to attend.

Is metadata relevant to job performance?

Yes... No.... Don't know.....

Training Relevance. How important is metadata in the audiences job? How much do they need to know to enhance their jobs? Does the audience need to be persuaded in the value of metadata? Does the audience need to create or only know about metadata?

Other audience analysis information sources.

Registration forms

Other instructors

Previous participants

Personal experience

Common sense

A sample audience analysis worksheet is found in the supplemental materials in this workbook.

Audience Adaptation

The audience analysis allows the instructor to evaluate the needs of the audience against the prepared training materials. It allows the instructor to make adjustments in the training prior to beginning the training. Methods determined by the audience analysis may not be appropriate based on additional information learned. The participants/audience apparent knowledge level may require more time spent on some topics than originally planned or may require additional topics added to meet the participants needs.

The Learning Contract

Feeling uncomfortable and ill at ease in the classroom can prevent the participant from engaging in classroom activities. The Learning Contract is an agreement by the group to establish acceptable behavior in the classroom. The contract, a written collective agreement, establishes a safe and respectful learning environment where participants can work together to meet course objectives.

The Learning Contract is composed of four parts addressing the knowledge required by the participant. The contract defines the participants expectations, the learning

and skill needs of the participant, and the physical needs (logistical) of the participant.

Course Syllabus :

- Course description

- Course outline or Agenda (includes timeline)

- Logistics

Needs and Expectations- participants establish knowledge and skills (content) desired.

Guidelines for participation in group activities:

- Recognizes need for acknowledgment and self-actualization

- Establishes safe environment

- Opens learning channels

Full Value Contract:

- Participants choose level of participation.

- Participate to level of comfort (safety)

- Participants are required to participate to some level (no opting out!)

The Adult Learner— The adult learner exhibits certain characteristics:

- Experience

- Learns by doing

- Training applies to real situations (reality)

- Wants guidance not grades

- Is self-directed

- Brings variety of backgrounds and knowledge levels to training

- Emotional framework of attitudes and values

Discussion

What audience characteristics can you expect from an audience survey for metadata training?

What types of training needs can you expect?

Knowledge?

Ability?

Skill?

Learning Styles- Learning is an individual and personal journey. A successful journey requires the participant to identify the learning style and method that suits the participant. No learning style is incorrect. The instructor must address various learning styles meeting participant needs to increase learning. Here are characteristics described in selected learning style models:

Felder-Silverman Learning Style Model

Sensing learners prefer concrete, practical, oriented toward facts and procedure treatments.	Intuitive learners prefer conceptual, innovative, oriented toward theories and meaning presentations
Visual learners prefer visual representations of materials: pictures, diagrams, flow charts.	Verbal learners prefer spoken and written explanations.
Inductive learners prefer presentations that proceed from the specific to the general.	Deductive learners prefer presentations that go from the general to the specific.
Active learners prefer learning by doing individually or in groups.	Reflective learners prefer to learn by individually working through the problem.
Sequential learners prefer presentation of materials in a linear, orderly, incremental step- or	Global learners prefer learning by observing the larger picture, holistic, learning in great expanses.

Kolb's Learning Style Model

- Type 1- Concrete/Reflective- explain relevance
- Type 2- Abstract/Reflective - formal presentation
- Type 3- Abstract/Active - practice with methods
- Type 4- Concrete/Active - application of information/methods

Hermann Brain Dominance Instrument

- Quadrant A- Left brain cerebral: logical analytical, quantitative, factual, critical
- Quadrant B- Left brain limbic: Sequential, organized, planned, detailed, structured
- Quadrant C- Right brain limbic: Emotional, interpersonal, sensory, kinesthetic, symbolic

Included in the supplementary materials are two additional learning style exercises. The Learning Style Inventory, used here based only on its brevity, was adapted from Barsch Learning Style Inventory by Jeffery Barsch, Ed.D and Sensory Modality Checklist by Nancy A. Haynie. Publication restrictions apply, for access to this sheet refer to:

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Learns in chunks
Incurs no connectivity----then 'click'
Holistic-may have difficulty in
verbalizing process

Learning cycle- When presenting a participant (student) with new or unfamiliar information, the participant assimilates the information through a process a -----learning cycle.

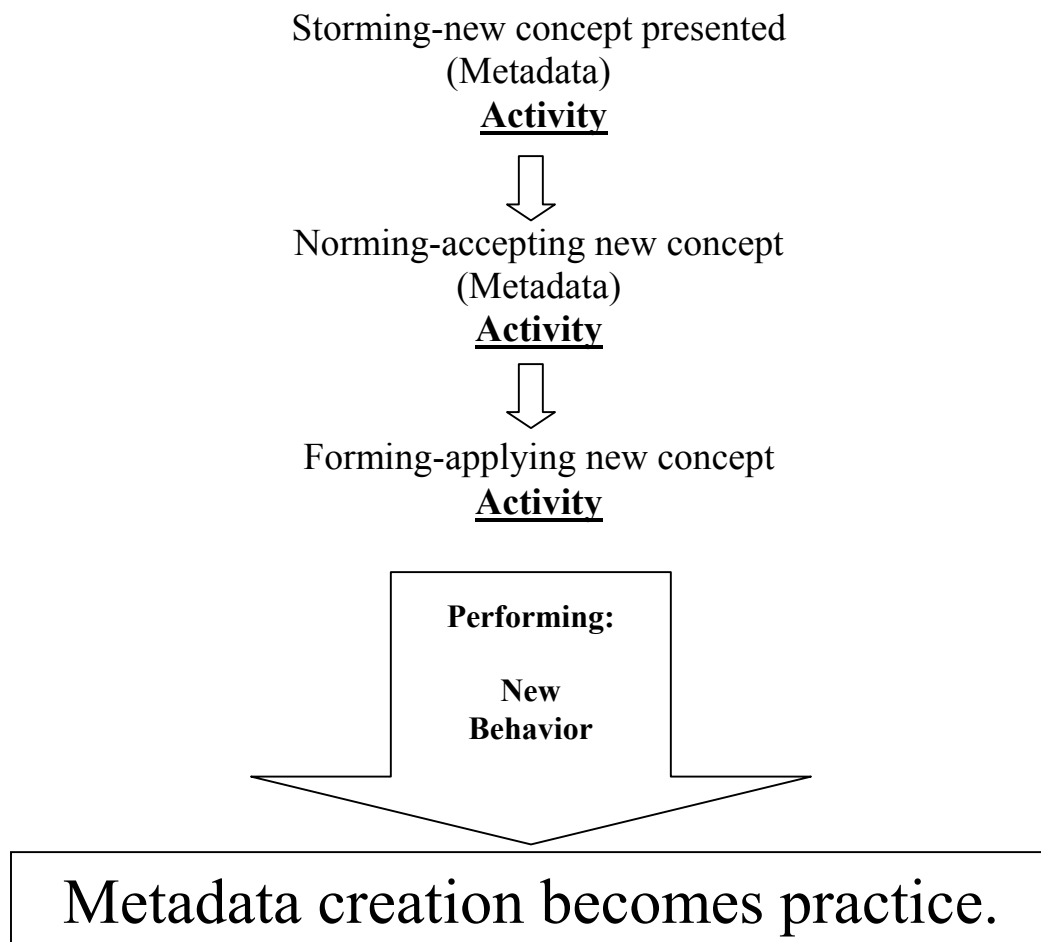
Storming – new concept presented

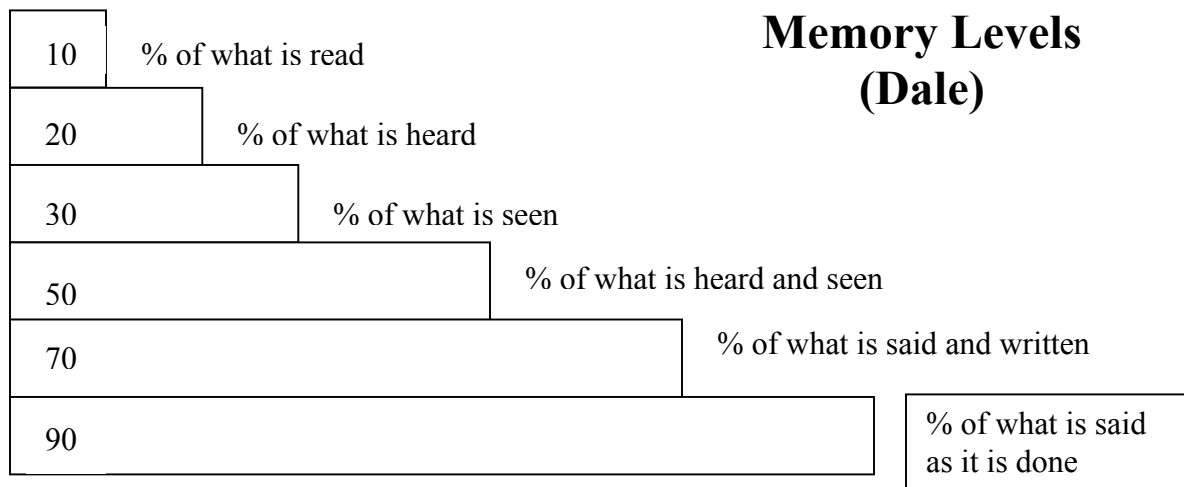
Norming – accepting new concept

Forming - applying new concept

Performing- adopting new concept

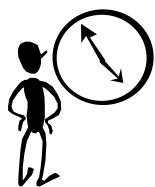
Reinforcing learning with exercises or activities **increases the information retention.**





Retention- learning what is taught

- Communicate: voice, written word, visuals, expressions, gestures.
- Accommodate learning styles
- Goals—restate goals and major concepts throughout training
- Positive reinforcement- Acknowledge accomplishments
- Reinforce and measure learning through activities
 - Discussions
 - Questions and answers
 - Exercises
 - Applications-Hands-on
- Information transference-begin with participants knowledge base
 - Known-Unknown or Unfamiliar-Familiar
 - Apply new knowledge to participants experiences
- Instructor acknowledges/rectifies miscommunications early
- Mental and physical breaks



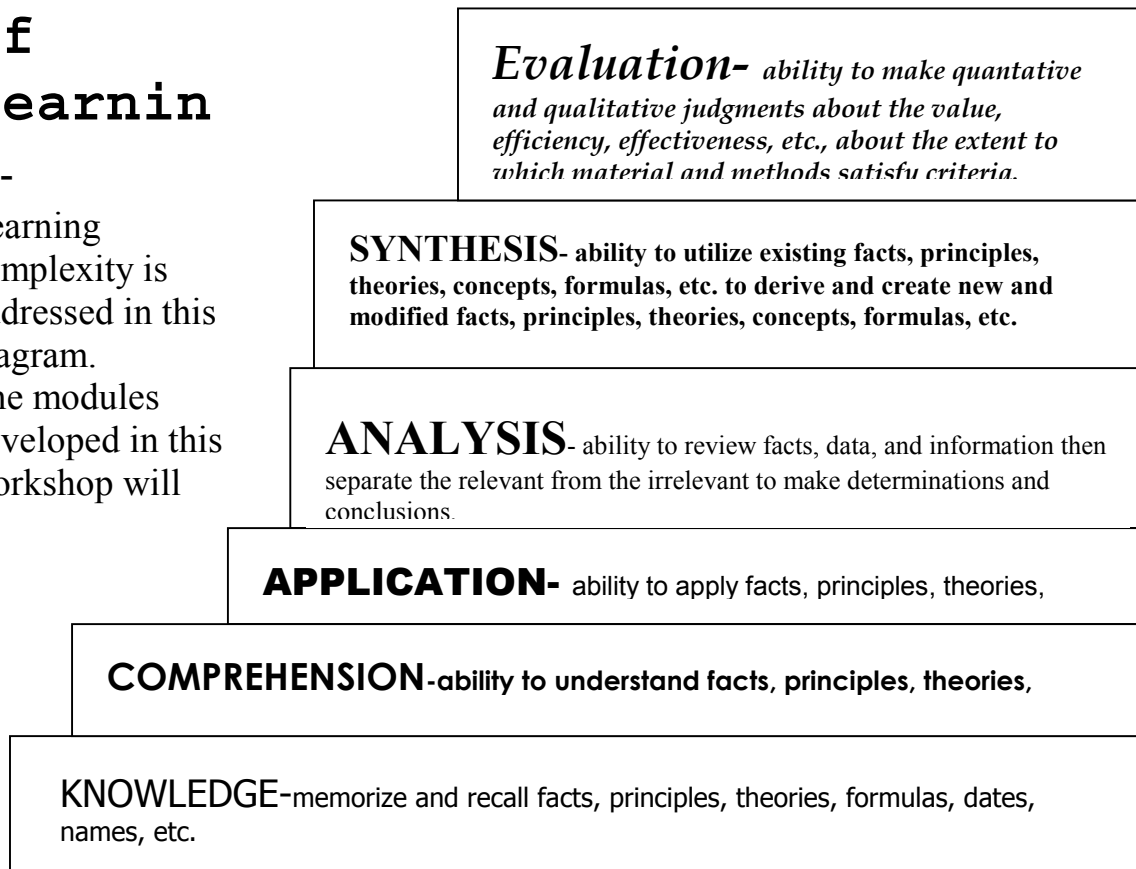
Recall falls rapidly
after 24 hours.



Highly stressed
items are easily

Levels of Learnin g-

Learning complexity is addressed in this diagram. The modules developed in this workshop will



Post training tips:

- Apply new skills
- Provide assistance
- Encourage management's support
- Reward after proof of learning-
 - Certificates after skills demonstrated
 - Travel paid after skills demonstrated

Post training tips:

- Apply new skills as soon as possible after training

Provide assistance: e-mail, telephone
Encourage management's support
Reward after evidence of learning
 Certificates
 Travel reimbursement

Review:

This presentation covered the topics of:

The differences between education and training.

The three outcomes of training, increased... knowledge, skill, ability

Barriers to learning.

The audience analysis and its impact on effective training

The use of a learning contract to ease classroom interaction

Characteristics of the adult learner

Learning styles and the implications of styles on training.

The learning cycle and use of activities to impact metadata creation

Levels of learning and the impacts on course design.

Improving retention.

Post-training instructor activities.